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A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Modern Education

AMERICAN education was created by Horace Mann because there was a setting that made it impossible for any one else to focus all the conditions necessary for such a creation.

Mr. Mann bore the same relation to American education that Washington did to the American Republic.

Modern education is as distinct a creation as was American education, but it has been impossible for any one person to focus all conditions for modern education as they were focused a century ago.

Without assuming responsibility for estimating relative importance of achievements the Journal of Education will suggest some activities of various personalities in the promotion of modern education.

In this issue we refer to Dr. William M. Davidson, whose sudden death has directed attention to the part he has played in modern education.

Next week there will be a reference to the personality of the late Charles W. Eliot.

Other achievements will follow, with no attempt at a classification of their relative importance.

Federal Relation to Education

CHARLES R. MANN, Henry Suzzallo, J. W. Crabtree, and their associates of the steering committee of the National Advisory Committee on Education appointed by Ray Lyman Wilbur, Secretary of the Interior, have made a report of progress which is of consuming interest.

The other members of the steering committee are: S. P. Capen, Frank Cody, Lotus D. Coffman, the late William M. Davidson, Charles H. Judd, Uel W. Lamkin, James E. Russell, W. F. Russell, George F. Zook. There could not have been a more representative group of educational leaders. If one were inclined to be critical it would be that there is no woman on the steering committee. There are ten women on the advisory committee of fifty.

The pivotal point in the fifty pages is Objective

Two of the seven "Proposals for Action": Create an adequate Federal headquarters for educational research and information, so organized as to serve both as a co-operating centre for all federal agencies with respect to the educational aspects of their work, and as a reliable source of comprehensive, correlated, and accurate data on education for all concerned.

How much this signifies will depend upon the action of the steering committee at its meeting on September 14.

Everything hinges on the absolute divorce of this "Headquarters for Education" from the Department of the Interior and every other department whose sole interest is not education.

Education must be the only interest of the "Headquarters of Education." Its reports must be presented to the Federal Government by the representative of this "Headquarters of Education."

The representative of this "Headquarters of Education" must be the only person to speak officially in the cabinet on any question regarding any phase of education.

It will be vastly better to have this representative of all education interests to be chosen by "Headquarters of Education," than to be appointed by the President.

It is also better that he have no voice or vote on any question before the Federal Cabinet except on education.

It may be that this steering committee of the Advisory Committee on Education will establish one of the most important "Amendments" to Cabinet practice in the history of the government.

Headquarters Building

THE laying of the corner stone of the new Headquarters Building was the most impressive education service in many ways in the history of the National Education Association.

Dr. Joseph Rosier of the executive committee presided. Dr. William John Cooper, director of the Office of Education, made the chief address. Walter R. Siders, chairman of the Board of Trustees, under whose special direction the building is to be erected, made, as usual, a clear and impressive statement of the financial arrangements for the building.

Miss E. Ruth Pyrtle, president the past year, represented the National Education Association, which is power behind all professional activities.

Joseph H. Saunders, superintendent, Newport News, one of the most active and efficient of younger officials of the Association, made a forceful address on the relation of life members to the new administration building.

The real event of the occasion was the address of Secretary Crabtree, which was a classic in its tribute to "The Spirit of the Teacher."

High School Principals

ONE of the most important features of modern education is the creation of a spirit of leadership with high school principals.

There are innumerable high school principals who are as inspiring leaders of the students as any college president has ever been.

There are high school principals who have as high civic influence for good in their community as any statesman has ever had locally.

There are many high school principals who have as important and wholesome influence over the family life of the community as any pastor has over the families of his parish.

We can substantiate these statements specifically in many cases. We know of nothing nobler in American life today than the definite influence of high school principals in modern education.

From time to time this school year we will report on the spirit of high school principals, some of which will read like fairy tales.

A third of the high school students of today could never be in a high school if we were back twenty years.

The spirit of leadership that will prepare for life a group of academically-minded boys and girls, commercially-minded boys and girls, and socially-minded boys and girls is as far removed from the leadership of scholastically-minded students as the safe landing of an airplane in a fog is from stopping a horse by saying "whoa!"

Delightful High School Seniors

RALPH IRONS, principal of the Reitz High School, Evansville, Indiana, with his faculty of fifteen women and fourteen men, has one of the most interesting and important high schools in the country, and he is a noble example of a modern high school principal.

In the graduation class publication seven pages are given to the "Calendar" of the senior year in which there is an entry of class activities for each of the 208 days of the year.

For example, the second day of school, September 3: "Mr. Page, Miss McConnell, Mr. McFadden, and Mrs. Kendall, who join the Reitz faculty, are honored with a steak-fry at Meacher's Park.

"On September 16—First-day sale of ads for 'Ohibill' by class of 1930 exceeds that of any other class."

We have never seen anything in any "annual" as interesting to any one and every one as are these seven pages of the daily doings of a high school class of Ralph Irons' high school seniors.

Weber of Nashville

NO AMERICAN city school system was more vitally the product of one man than the schools of Nashville are of the thought and life of Dr. H. C. Weber, who recently died as the result of an operation for appendicitis at seventy years of age.

Native of a nearby county, he began teaching in Nashville at twenty years of age, and thirty-seven years were spent in the school service of the city, twenty years as superintendent.

He kept the Nashville schools at the front always, and he led the New World in a permanent successful twelve-months' school system.

Pittman of Ypsilanti

DR. M. L. PITTMAN, eminent in authorship and in the preparation of teachers of rural schools, is now director of teacher training of urban and rural teachers, and directs the training of 1,150 student teachers.

The Ypsilanti State Teachers College, Dr. Charles McKenny, president, is one of the oldest professional schools west of Oswego, and one of the first fully academic state teacher colleges in the country.

Arthur O. Williams of East Providence, Rhode Island, who won the Thomas A. Edison scholarship this year with a large margin, has some of the characteristics that have made Charles A. Lindbergh famous.

Council Bluffs in Contrast

SUPERINTENDENT THEODORE SAAM of Council Bluffs in his annual report makes some interesting and important comparisons of expenditures in the 134 cities with a population between 30,000 and 100,000.

In the 134 cities the average pay for instruction was $77.72. In Council Bluffs, $57.22. Cost of operation in the 134 cities was $11.08. In Council Bluffs, $8.94.

Maintenance in the 134 cities was $4.24. In Council Bluffs $2.27.

There is also a study of the cities of Iowa with population ranging from 16,000 to 126,000.

In bonded indebtedness Burlington is the only city with less than Council Bluffs.

In expenditure for pupils in actual attendance Muscatine is the only city that is lower than Council Bluffs. In per cent. of total taxes for schools only Dubuque and Des Moines are lower.

Council Bluffs had national championship in spelling in 1930. The senior high school was state champion in fourteen high school subjects, and the junior high school was state champion.

In extemporaneous speaking Council Bluffs was state champion in 1928, 1929, and 1930.

Council Bluffs won state championship in Iowa Debating League three consecutive years—1928, 1929, and 1930. Also in the same years Council Bluffs won championship in the Missouri Valley Debating League.

In these same three consecutive years Council Bluffs had state champion high school orchestra and state champion high school band.

Twenty-third Annual Congress of the Esperanto Association of North America was held in Boston June 30—July 2, 1930.

The Curfew Must Not Ring Tonight

MRS. ROSE HARTWICK THORPE, who wrote "The Curfew Must Not Ring Tonight" at sixteen years of age, celebrated her eightieth birthday in San Diego recently. She has been a resident of that city for forty years.

A San Diego daily paper had the following reference to the writing of the poem:—

"Sixty-three years ago Rose Hartwick, a Michigan school girl, tried unavailingly to study her arithmetic lesson. Her mind, however, refused to grasp the significance of the problems, but insisted on dwelling upon a love story she had heard. It was a story of a great love and a great sacrifice and nothing could put it out of her mind.

"With her arithmetic book propped up in front of her she started writing on her slate. The line she wrote did not have to do with matters mathematical. It said:—

"'England's sun was slowly setting o'er the hills so far away—'

"From that beginning the poem unfolded itself until several hours later it was completed.

"The poem first was published by the Detroit Commercial Advertiser in 1868, the year following its writing. Rose Hartwick was but sixteen years old at the time.

"She received nothing from the Advertiser, and because she knew nothing of copyright laws, has never realized any money from what probably is one of the best known of American poems."

How to Teach

FOR THE first time in the New World there is an adequate presentation of how the "Great Teacher" really taught.

For the first time there is a clear and forceful presentation of the way in which the Great Teacher created a philosophy and practice of teaching.

Both religion and education have the greatest demonstration of reverent devotion to the service of humanity in Dr. Arthur C. Boyden's "How to Teach."

The Memphis Commercial Appeal has said the best thing yet published about the Massachusetts Tercentenary—"Boston is more than the name of a city. It is the name of civilization."

Dr. William M. Davidson

By A. E. WINSHIP

IN HIS home in Pittsburgh, on Sunday, July 27, at the age of sixty-seven, Dr. William M. Davidson died after a few days of serious illness after several weeks of threatening disease.

The best statement characteristic of the rare professional personality of Dr. Davidson is in the resolution of the Teachers' Association of the Pittsburgh public schools at a special meeting called immediately after his death:—

> "The Teachers' Association of the Pittsburgh public schools mourn the passing of a valued friend and guide, William M. Davidson. They loved him for his never failing kindliness; for his exquisite courtesy; for his uncanny ability to call forth in each of them that that was most worthy until he made each one of them a better man or a better woman personally as well as professionally. They were proud of his leadership and vision in national education and of his saneness in balancing his dreams for the future with the exigencies of the present.
>
> "They mourn him because he was that lovable combination of a man who knew how to listen to the prompting of his heart as well as to the logic of his mind; that he was always friend and counselor as well as leader."

We know that this is what the teachers, principals, associates and citizens had thought during the fourteen years that Dr. Davidson had been their leader, friend, and counselor.

The daily papers of the city devoted columns to appreciation of Dr. Davidson's life and service. In every case they said: "The cause of public education, not only in Pittsburgh, but in the country, has suffered a heavy loss by his death."

A native of Pennsylvania, Dr. Davidson graduated from the Emporia (Kansas) State Normal School at twenty-three years of age, and was principal of a small school in Kansas for a year. There was a somewhat better position open in Nebraska, across the line from Kansas, near Topeka. Dr. Davidson had formed the acquaintance of a prominent man in Topeka, and he called to see if his friend would aid him in his aspiration for the position.

The friend said: "Why, we have a principalship vacancy here," and in an hour's time Dr. Davidson was elected to that principalship at the age of twenty-four, and five years later he was superintendent of Topeka, where he made fame fast, and after twelve years he succeeded Carroll G. Pearse as superintendent at Omaha, and after seven years there he became superintendent at Washington, D.C., for four years, and was superintendent at Pittsburgh for fourteen years.

As superintendent in four important cities for thirty-eight years Dr. Davidson never had an uncomfortable hour of anxiety as to tenure.

He was treasurer of the National Education Association in 1903, president of the Department of Superintendence in 1909, and has been chairman of the Legislative Committee of the National Education Association for several years, and was on an important Federal Commission at the time of his death.

My personal relation to Dr. Davidson was very close for about forty years, and I feel his loss more deeply than words can express.

Grit

By J. IRVING HESS

A little grit, that's all it takes.
Of course you're apt to make mistakes,
And fall down maybe and blunder agin,
But keep on tryin', you're certain to win.
Some bachelor uncle or old maid aunt
Will try to discourage by sayin' you can't,
But keep on strivin' in honest toil.
Just keep on burnin' your midnight oil
With your head on books, and your eyes on fame,
An' you'll put your kin folks all to shame.
If you're 'fraid of yourself, you're already downed.
You're only a live corpse walkin' around
Awaitin' for burial. Now use your wit.
Success is yours if you've got the grit.
The bottom is crowded. There's room at the top,
If you keep on toilin' and don't try to stop,
There's no way of tellin' where you might land.
Then your kin folks will all be a-shakin' your hand,
And pattin' your back as they gaze in the air,
And sayin', "My, how did ye git up there?"
It's simply this—You've made your hit
With your midnight oil and your bulldog grit.

—Exchange.

Belding's Page

Speaking of Guidance

THE uppermost thought of many school people today is expressed in the words "pupil guidance." Teachers and administrators are growing more and more conscious that the test of their work is in its effects upon the shaping of character, personality and life.

But let us stop and consider for a moment what a strange thing has occurred.

The word "education" itself—what does it mean but "pupil guidance"?

A fresh, modern term has been substituted, in order to redefine the purpose of the instructive process. That is all.

Guidance is the very aim and mission of the teacher. Education is falsely named if it fails to lead out the pupil into a realization of his best possibilities.

Can it be that education has strayed so far from its originally designed function as to have required a restatement of its very essence in the term, "Pupil guidance"? And has some one been attempting a little joke on the profession by coining the new name, and getting educators to juggle with it without full understanding of its implications?

Perish the thought.

"Guidance" is, to be sure, employed in a somewhat technical sense, to denote a certain need of bringing the student into contact with his own proper career. It involves a study of opportunities and aptitudes. It creates jobs for experts. But unless it reaches down into the roots of the educational system; unless the entire school is awakened and motivated by the desire to develop the individual toward his peculiar sphere of capability and happiness—the result is not pupil guidance. Neither is it, in any complete sense, education.

The Mechanics of Testing

NO DOUBT this is the wrong time to mention examinations. Teachers would like to forget them for a little while, these weeks of early fall. But—there is one aspect of these periodic tests which calls for thought and preparation when school faculties are not engrossed in writing questions or correcting papers.

To put the matter in favorite form, followed by an interrogation mark: How are the tests in your school put before the student? Are they written on the blackboard; dictated from the desk; or handed out on clearly printed sheets of paper so that every pupil has a copy?

It does make a difference.

Often it makes the difference between passing and failing.

When questions are written on the board, some of the class, because of poor vision or poor lighting—possibly a reflection on the blackboard that makes the writing a blur—or because the teacher stands in front of some questions while engaged in writing others—are unable to read the questions.

When questions are dictated orally, valuable time is lost in waiting.

Sometimes in a two-hour examination the first half-hour is consumed before the questions are really available and the pupils can start answering them.

There is no earthly excuse for this sort of inefficiency in the classroom. Tests should be made up sufficiently ahead of time so that they can be printed, or run off on duplicators—as is done in many a well-conducted school.

Not to supply each pupil with an individual copy of the questions is to cut into the testing time, to the disadvantage of the class and usually to the injury of some members more than others.

It does, to be sure, take more time of executives or teachers where copies have to be made in advance on stencil or hectograph machines. But the extra time and effort are in justice owed to the students. Incidentally, the answers will average better and thereby make up in part for the labor involved.

Another objectionable feature of some examinations is the custom which certain teachers have of getting together in groups and holding whispered conversations. Pupils have difficulty in concentrating under such circumstances.

Resolve that the next set of examinations given in your school shall be given with due regard for fairness and the convenience of those who are being grilled.

Anson W. Belding

Associate Editor.

Reducing the Absence Waste

By C. A. WEBER, M. A.
Superintendent, Hume, Illinois

Superintendent Weber here outlines the plan in operation in his schools, by which he has virtually eliminated absences and materially raised the standards of work done by pupils.

WHEN a pupil misses a day of school he usually misses two days of work; the day's work which he missed because he was absent and the first day's work after returning. In most cases the student does not expect to be absent, so he fails to obtain the assignment for the day or days he is absent, much less for the day after he returns. Then upon returning to school he very seldom makes an effort to obtain immediately all the assignments for that day's work, and so goes to classes unprepared, usually giving the teacher the excuse that he was absent the day before.

Teachers themselves are often guilty of accepting the foregoing excuse as a valid one and thereby make matters worse. This double loss of time inevitably works a hardship upon the pupil because it means that for each day's absence he is at least two days behind the class. Since there are but twenty school days in the average school month a loss of two days' work virtually means that the pupil is suffering a ten per cent. loss of efficiency. Seldom, however, does the pupil realize this loss because even though teachers may attempt to grade daily work carefully, the difference in marks between the boy who has not been absent and the boy who has missed a day, other things being equal, is very slight.

This situation tends to cause high school students to regard a day's absence as a trivial matter not worthy of any serious thought. Such an attitude has the characteristics of an infectious disease, for it spreads rapidly, and although the disease itself is not so serious the after effects are often disastrous. When pupils become lax about their attendance in school they are apt to become lax about their entire school work, and thereby develop a habit which is not only dangerous at the time, but one which will give serious trouble after the pupil has finished high school and either gone to college or obtained a job.

It is not the absence from school which in itself is the major problem, but the task of causing the pupil to realize that if it is necessary for him to be absent he should immediately do everything necessary to insure prompt return to normal work. This problem has four aspects:—

1. Providing an administrative plan for checking all absence.
2. Providing an administrative plan for making certain that the pupil gets his daily assignment as soon as he returns to school.
3. Providing an administrative plan for making up the work missed.
4. Motivating the pupil to follow the plan.

This solution of the problem has been employed in our high school, a school of eighty pupils. Whether or not it will be found effective in larger systems the writer is not prepared to say, but it has demonstrated its effectiveness in the small school.

In the first place, since one day of absence means usually two days of work missed or roughly ten per cent. of the school month, if a pupil is absent and upon returning does nothing to get the day's assignment or to make up work missed, and in general regards the day missed as a short vacation, he should lose a portion of his standing in the class. Therefore in the plan here outlined the solution of part four of the problem is simply this: "An unexcused absence of one day results in a ten per cent. decrease in grade for the month." This naturally leads to the question, what is an unexcused absence?

In order for a pupil to have his absence excused the following requirements must be met:—

1. A written reason must be presented immediately upon returning.
2. The pupil must get from the office an "assignment sheet" before he is permitted to go to any class.
3. This assignment sheet must be signed by each of the pupil's teachers certifying that the student has obtained the assignment not only for the day missed, but also for the current day's work.
4. This assignment sheet must be returned to the office before the pupil is given an admittance card to classes.
5. The pupil must present a "Make-Up Sheet" on which the teacher certifies that the work has been made up within twenty-four hours after returning to school. (For two days' absence the pupil is allowed forty-eight hours, for three seventy-two, etc.)
6. After all the above have been complied with the pupil's make-up sheet is approved by the principal and marked, "Absence excused."

If the pupil fails to comply with any one of these requirements his absence is marked "Unexcused," and his grade suffers a ten per cent. reduction for the month.

Below are copies of the "Assignment Sheet" and the "Make-Up Sheet." The make-up sheet is on the back of the assignment sheet.

HIGH SCHOOL ASSIGNMENT SHEET.

NAME..... REASON.....
DATE OF ABSENCE.....
SUBJECT TEACHER'S CERTIFICATION
1 .....
2 .....
3 .....
4 .....
5 .....
DATE MAKE-UP WORK IS DUE.....

HIGH SCHOOL MAKE-UP SHEET

NAME..... DATE DUE.....
I hereby certify that the assignments made to..... on the reverse side have been duly handed to me on the date due.

SUBJECT TEACHER DATE HANDED IN
1 .....
2 .....
3 .....
4 .....
5 .....
Absence Excused .....
Principal.

Three years of operating under this system have steadily reduced the cases of absence, and materially raised the standard of work done by the pupils. During the first year several pupils were forced to accept a ten per cent. cut in monthly marks which in one case resulted in the failure of a pupil to pass in two subjects. Since then the number of absences which have gone down as "Unexcused" has gradually decreased until during the past year the number has been very small.

Pupils soon learn to come to the principal immediately after an absence to get their assignment sheet (on the reverse of which is the make-up sheet). They soon learn that after getting these sheets they must go immediately to their instructors for the assignment and that on the date specified on their card they must hand in to the principal the card showing that their work has been properly made up. Pupils usually show signs of much satisfaction when they see their card marked "Absence excused."

A card index file of all students is kept, and when grade sheets come in for the month each pupil's grades are checked with the absence record to see if all absences are unexcused. In cases of long absences due to quarantine and the like special arrangements have been made, but even then the system is workable, for a student who misses six or seven weeks is given that many weeks in which to make up the work missed.

In conclusion, the above plan does the following things:—

1. It motivates the pupil to eliminate absence.
2. It motivates the pupil to promptly make up all work missed.
3. It motivates the pupil to get his assignments for the day on which he returns to school.
4. It provides a uniform accounting system for pupil absence for the entire school.
5. It reduces the actual number of absences.

The Intelligence Test

With Acknowledgment to Thomas Hood.

Miriam Buck, recently a senior in the Monrovia, California, High School.

I remembered, I remembered
  Old Polonius' advice,
The freezing point of water, and
  The melting point of ice;
But when they came with printed sheet,
  And sought my mental age,
'Twas all the things that I'd forgot
  They wanted on that page.

I remembered Marco Polo,
  Whose exploring won him fame,
But they asked me if plain polo
  Was a sickness or a game.
They asked if ponies were to mares
  As kittens were to cats,
And if the Panama Canal
  Were used for making hats.

I remembered, I remembered,
  Many things that I had read,
But the answers to those questions
  Were not in my poor, dumb head.
I used to think that I was bright,
  Alas, it is not true,
I know I'm far from that, because
  I've seen my dumb I. Q.

The Co-operative Group Plan

Its Advantages and Its Difficulties

By ANNIE B. BRIGGS
Bayport, Long Island, New York

DR. HOSIC says: "The elementary school faces obligations undreamed of in the days when it took on the form of organization that it has long maintained." He proposes the co-operative group plan as an attempt to improve the situation.

The co-operative group plan is suggested as an organization through which a teacher's knowledge and skill can be used to their utmost for the growth in power and experience of each child under her care. In this organization every teacher, instead of being responsible for a "grade," with all that implies of diversified subject matter, or of a "special subject" which sometimes means little time in which to know the children, is responsible for a subject, or a group of allied subjects, which she presents to several groups of children. Dr. Hosic emphasizes the fact strongly that each teacher shall have responsibility for one group of children, a group that is definitely her own. This responsibility on the part of the teacher will help to avoid "subject specialists."

The teachers of one unit, four or five in number, perhaps, form the group with one of their number as chairman. They co-operate together in carefully planning the units of work so that the best correlation will take place. Each teacher will fit into the general plan, but if the correlation is not genuine will carry on along her own line in order to cover the field of her major interest. In other words one subject will be carried on in relation to the rest in so far as it honestly functions in them, but all the work of a day or week will not necessarily, or even desirably, centre around one idea or unit of work.

Each classroom will be equipped for the type of work to be carried on in it. This makes for greater efficiency in the use of, and economy in the provision of material. Several groups are able to use the same equipment.

To illustrate the working of the plan a tentative organization is set down here. Take, for example, a Fourth, a Fifth, and a Sixth Grade. Under the old order they would have had three classroom teachers and probably an art teacher and a teacher of physical education. Under this plan each of these teachers is given a room. For instance, we might have a social studies room, an English room, a recreational activities room, a room for science and arithmetic, and a room for the arts—fine and industrial.

A group of children will be assigned to each of these rooms as a base, and will go to the other rooms for the other subjects. In this way the rooms are in use all the time by one group or another.

The strength or weakness of this plan lies in the chairman, and the amount of co-operation within the group. The difficulty would be in finding a leader skillful enough to draw out the best in each member of the group, and in getting the "whole-hearted" co-operation which is absolutely essential to the success of the plan. Dr. Hosic suggests that much difficulty can be obviated if the principal makes sure that he has won the enthusiactic support of a majority before he attempts to put the plan into operation. In starting with a faculty which was selected for the "all-roundness" of their training, it might be hard to find in every group someone ready to take up each subject. Again, Dr. Hosic meets this objection with the statement that if a teacher is really interested and wants to do it, she can become a specialist in a shorter time than one would think.

The advantages of the co-operative plan, over the plan in operation generally through the country, are many. In the first place the teacher is freed from the diversity of "subjects" for which she was responsible, and therefore has time to become an authority along her own line. She can really know her subject. It also gives a more even distribution of work among the teachers on a faculty. This plan gives the children a contact with several personalities. If a child does not "get along" well with one teacher, he has the opportunity of being better understood by another, and has a fairer chance. It gives each teacher at least two years contact with each child, then she can really become acquainted with everyone, and can help the individual to work up to his capacity.

The co-operative plan can be put into operation in any school building without necessarily changing the equipment. It does not require a new course of study, but can be used in connection with any course of study which may have been adopted for the ordinary school organization. The plan is a very flexible one, and can be used for part of the school day, or the whole day; it can be used for one unit of classes only, or for the whole school. There are many combinations or divisions of the work, any one of which may be selected to meet a given situation.

The working out of the co-operative group plan is still in an experimental stage, but it would seem as if this suggestion, with changes or additions, might well prove to be a step in advance toward the goal of "the best possible elementary school."

An Explosion

(By a Teacher)

Written by a Young Teacher who found the atmosphere oppressive in a school that had failed to admit new ideas. Her protest is a genuine human document of more than local significance and interest.

THIS is an explosion!

After ten weeks of teaching the fires of resentment which have been smouldering were fanned into flame by speeches heard at a convention.

I teach (?) second grade in one of "Blank's" newest buildings. However, our school is more formal than most of the others in "Blank," due to the principal.

Of course my forty children sit in fixed desks, from which they move only upon command. We rise in unison, turn in unison, file down stairs in true convict style. Those of them who will eventually find their way to penal institutions should be model prisoners.

Our superintendent is charming—but—we have a Principal (capital "*P*"), not a supervisor but a policeman, who swoops down upon you at any moment to give long and raucous vent to the particular exasperation of the moment. The only time she rebukes a teacher is before her pupils. Last week the kindergarten teacher burst into tears after a severe upbraiding—you can imagine the effect on the sixty kindergartners.

Multiplication is taught by tables beginning in second grade. All doors to classrooms must be kept open, so it's almost impossible to have an arithmetic game lest some child in his enthusiasm raise his voice.

Charles, who has been to many schools and is enrolled here for the first time, is a serious disciplinary problem because he persists in leaving his seat to lend a pencil to someone or goes across the aisle to explain an arithmetic combination that John cannot get. He has even been known to wrestle with a playmate on the grounds! "Demoralizing the whole school! Miss 'Blank'! deprive the whole room of gym this week."

Our daily program is kept in the principal's desk:—

"15 minutes—Group I reads
15 minutes—Group II numbers."

When a butterfly flew in our window we committed the unheard-of error of disregarding the schedule and had a nature study lesson then, instead of at two o'clock. We got a note next day to adhere to the schedule; changes were permitted only upon permission of the principal.

Ten-year-old Pedro was sent back from third grade. He has a speech defect and poor eyesight. Pedro will only go to school until the law permits him to quit, but we put him with seven-year-old Mary, spending his years reading about the cat and the bird who went on a journey to see Mr. Elephant, when even an uncomprehending Mexican knows a cat always eats a bird every chance he gets.

When an airplane roars overhead we stifle John's desire to tell us how his uncle delivers mails, and packages—and—and—

"John, will you please go on reading about the ant and the grasshopper!"

Projects are not permitted.

"They are generally noisy, and it takes a superior intelligence to teach them." And have we not been informed by a general building note that the twenty teachers this year are among the poorest she ever had.

I wake up in the night and wonder how Doris can be encouraged to give utterance to that enthusiasm that sparkles in her eyes but somehow sticks in her throat. Or maybe it's Felix who draws Indians and cowboys at every occasion, but is required to cut out ships by pattern during art period.

Of course, I realize this is the most formal school in the district; that the principal does not have a degree and has a reputation for being terrible! But I wonder if I am Rip Van Winkle—was it just a dream that educators are striving for creative self-expression, to make school living?

I will search till I can find a position where I can work *with* children to develop their abilities to the fullest and not waste their days and mine in suppression.

Unite the traditional with the near. Enrich the present experience with the teachings of the past. Progressiveness is to be instructed by conservatism; conservatism to be quickened by progressiveness.

Charles F. Thwing.

The Over-Production of Teachers

By CLYDE R. MILLER
Director, Bureau of Educational Service,
Teachers College, Columbia University

"It is as bad economically to produce an oversupply of thousands of teachers as it is for an automobile factory to manufacture thousands of automobiles that it cannot market," declares the writer. He believes the time has come to campaign for fewer and better teachers. As for teacher tenure—but read this article.

IS THERE an over-supply of teachers? There is, and it is a large one. In New York City alone in July, 1930, it was estimated there were about five thousand teachers for whom there were no positions. They had gone through the teacher-training institutions. They had received diplomas. They had met the requirements of the Board of Examiners. They had received certificates to teach. But there were no positions for them.

In other cities the situation is the same. Probably every commercial teachers' agency and every college appointment bureau can testify to the large numbers of persons who have been prepared for teaching and who are out of work.

For a number of years teacher-training institutions in many parts of the United States have been engaged in a mass production of teachers. This has been conducted without reference to the demand. It has resulted in harmful over-production.

Lengthening of normal training courses from one or two years to three and four years has been a salutary check on over-production. Evidently it has not yet been a sufficient check to eliminate it. There have been thousands of young persons—most of them young women—trained to teach for whom there are no positions open.

It is obvious there has been little or no planning, save in recent times, to regulate production to meet demand. Most teacher-training institutions exist as entities, and co-operation among them to adjust supply of new teachers to prevent over-production is a professional obligation that appears to have been overlooked.

The consequences of over-production of teachers are serious. Salaries of all teachers who already have positions are not likely to go to higher levels so long as the supply of teachers greatly exceeds the demand. The law of supply and demand is as inexorable here as it is in other fields. It is as bad, economically, to produce an over-supply of thousands of teachers as it is for an automobile factory to manufacture thousands of automobiles that it cannot market.

Because salaries are kept low through over-production those who are employed are likely to be under-paid and to do half-hearted work. And men teachers are virtually excluded from the elementary schools of America as a result of low salaries. They are in the minority in many of the high schools. Many men who are highly competent teachers are forced to leave teaching for educational administrative posts that pay more money.

It would seem to be high time to begin a campaign for fewer and better teachers. Tendencies in this direction are evident. A number of schools of education and normal schools are tending to be the equivalent of liberal arts colleges with, of course, considerable attention paid to training in the technics of teaching. Certainly it is true that the movement for selection of better qualified persons to enter the teaching profession needs all the support it can get. With labor-saving machinery throwing hundreds of thousands of individuals into the white collar trades there has been evidence of increased pressure of many of these to enter teaching. Within the past ten years approximately two million persons have been driven from agriculture and industry into white collar jobs. This is one of the characteristics of the economic and social structure of our age. The tendency of boards of education to hire young and inexperienced persons in the lower ranges of salary literally deprives thousands of American children of the wisdom and experience which only maturity can have. When education is cheapened too much it ceases to be education and becomes superficial and inadequate training.

Members of the teaching profession can well afford to note what has happened in the medical profession. Within the memory of mature individuals inadequate medical schools have almost entirely disappeared. It is no longer possible for a person of just fair intelligence and with just a smattering of education to get into a good medical school. In every reputable college of medicine only those students are admitted who have completed four years of college work and who give promise on the basis of intelligence and personality of becoming successful physicians. Such students must pass through a rigid four-year course, and then they must expect one to three years of interneship and apprenticeship before they begin to practice.

The physicians through this selective process and through setting high standards in training and education have raised the professional level of the practice of medicine to the great advantage of the whole body of American citizens. At the same

time, by a sane limitation of their own numbers, they have made it possible for a good physician to obtain an income in keeping with his merit.

Teachers for the most part have done just the opposite. Limitation of numbers of teachers must be accompanied by careful selection of those who are to teach. At the same time members of the profession should give careful consideration to the economic factors of teaching. Boards of education which have salary schedules seldom are in a position to reward teachers of unusual merit. Schedules are made usually to suit the convenience of administrators.

Teachers must consider, also, the grave possibilities for danger in tenure. Many incompetent persons are being retained in teaching as a result of tenure practices. Tenure for all teachers for all time seems to be about as unprofessional as tenure for all physicians for all time. When associations of teachers have fought for tenure it would seem they have had in mind only the economic interest of the teachers and not the educational interest of the children. No board of education which has even a grain of common sense is going to fire a good teacher. Teachers exist for the good of the children in the schools just as physicians exist for the good of patients.

For the good of the children, therefore, let there be better selection of teachers, let production be adjusted to the demand, let salaries be adequate, and pay good teachers what they deserve. A number of the better private schools and likewise a number of school systems in suburban communities where there is considerable wealth have recognized the evils in tenure and in salary schedules. These institutions are calling for men and women who first of all have a broad and liberal education; who have adequate graduate training in education; who have sterling character and attractive personality.

Salary schedules and the low wages caused by over-production tend to keep men and women of this type out of education in most communities. Fortunately, those schools which are free to bid for the services of this highly competent minority are increasing. Although there are countless thousands of unemployed teachers there is an undersupply of superior teachers of the type just mentioned. There always has been such an undersupply. There always will be. However, with an increasing demand for men and women of this type and training there is increasing opportunity in education for the top five per cent. of graduates of liberal arts colleges who prepare themselves for education.

Personnel managers of industries every year visit the leading colleges to capture for industry and business the top five per cent. It is high time that education began to compete with industry for the services of these people.

To a Little Boy

By Grady-Duluth.

Write me a poem, Daddy, please,
All of my own, about the trees,
The birds, the flowers, and the spring,
The wind, the rain, and everything.
Write me a poem all my own,
Please, Daddy, just for me alone.

Ere I began to write I thought
Of all the poems he had wrought.
Thought of the music he had played
On heartstrings, and of gardens made
In Mother's heart and mine by him—
And then I wrote a verse for Jim.

Grow as the tree, Jim, straight and tall;
Live as the trees live, so in Fall
The Autumn of your life may be
More lovely than its Spring to see.
Sing as the birds sing when they're gay,
And hold your peace in storm, as they.

Remember,—after wind and rain
The tree stands straight, birds sing again.
Remember—seeds in clay may live,
But beauty they may never give
Until they grow above the earth;
Then, only, may they prove their worth.

—National Parent-Teacher Magazine.

HOW TO TEACH

BY

DR. ARTHUR C. BOYDEN

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They Say

DR. LEON B. RICHARDSON, professor of chemistry, Dartmouth College:—

"The ideal method of training teachers would be the creation of an institution primarily designed for the purpose, rigidly selecting its students, giving thorough instruction in a specialty, with training in research, and with some work in education and in practice teaching. Instead of credit bookkeeping, this ideal school would have at the end a searching examination in its test of the command of the student over general principles and his ability to apply them to specific problems. An attractive student life would be part of his ideal college."

DR GORDON J. LAING, dean of Graduate School of Arts, Literature and Science:—

"No one has the ghost of a chance of being an effective teacher in any grade of school unless he has both a critical and constructive mind. Even though he be famous for the range of his erudition, though he be as full of information as an encyclopedia, as systematic in the organization and conduct of his courses as a railroad timetable, yet if he is wholly without the urge to investigation and does nothing to stimulate scholarly or scientific ambition in his students, he can never attain the position of ranking professor."

MARY M. VOLMER, retiring principal, Harrisburg, Pa.:—

"School teaching is a wonderful profession, but it has great responsibilities. Teachers are adequately paid only by the satisfaction they derive from knowing they have done something for the world."

FRED J. KELLY, president, University of Idaho:—

"The genuine desire for learning has yielded to the student's feeling that college is only a preparation for business. He has a mildly patronizing air toward academic life, since it usually represents a station where he may mark time before entering the outside world as a competitor qualified by maturity acquired in college."

MRS. RUTH D. BRADFORD, Sacramento, president, National Congress of Parents and Teachers:—

"A community that tolerates roadhouses and slums must cease to criticise the type of youth it is turning out of its schools."

FRANK H. VIZETELLY:—

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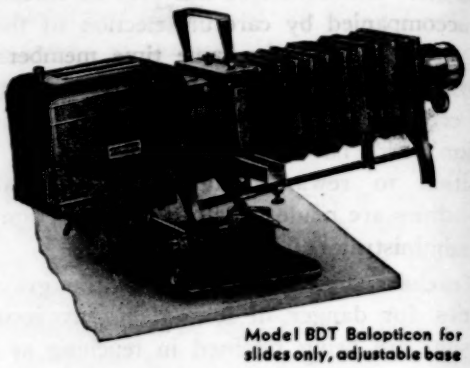

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Personal and Professional

DR. CLYDE M. HILL, who succeeded Dr. Frank E. Spaulding as Dean of Education, Yale University, is a vital factor in the creation of character training in the urban and rural schools of the state.

Dr. Hill is a native of Missouri, a graduate of Drury College, Springfield, Missouri, and was a teacher in the State Teachers College of Springfield, Missouri.

At thirty years of age he graduated at Teachers College, Columbia University, and for three years did intensive professional work in the State Department of Vermont, and then returned to Springfield, Missouri, as president of the State Teachers College, and at forty years of age returned to Teachers College, Columbia University, earned his doctorate, and was a professor in Yale until he succeeded Dr. Spaulding a year ago.

JOHN O. CHEWNING, superintendent, Evansville, Indiana, has been re-elected for five years, although his present contract has two years to run. The president of the School Board, in announcing the vote of the Board, said:—

"In all my experience with any organization I have never seen such faithful service, so intelligently rendered, as that given by John Chewning in his superintendency of the Evansville schools. The citizens of Evansville should congratulate themselves on being able to retain the services of such a man."

DR. HARVEY L. TURNER, director of rural education, Ypsilanti State Teachers College, has made an enviable record in the State Teachers College, Conway, Arkansas. From 1926 to 1928 he increased the enrollment in consolidated schools from 18,000 to 36,000. As president of the State Teachers Association of Arkansas he achieved much by way of public service professionally.

MRS. MARY A. WETMORE of San Francisco, recently appointed one of the twelve new justices named by Governor O. C. Young, was for several years secretary to William H. Langdon, associate justice of the California Supreme Court. Judge Langdon was superintendent of San Francisco schools for some years. He was an efficient superintendent, and attained high rank as a lawyer and judge. Mrs. Wetmore had the best of preparation for her new service with Judge Langdon.

CHARLES L. AMES, principal of the Brown School, Hartford, Connecticut, at eighty-two years of age has entered upon his sixty-sixth year of teaching. He has been a member of the State Board of Education for eleven years. He is in good health, never misses a day in school, and has no occasion to slacken his activities in social or civic clubs or in religious work. The school has received a life-sized portrait of Mr. Ames. We know of no other educator in public school service who began teaching the same year that I did, and I have known him most of his sixty-six years of service. He has been high man in Connecticut professionally since the days of Henry Barnard, whom he knew intimately, and by whom Mr. Ames was highly appreciated.

JOHN W. STUDEBAKER, superintendent, Des Moines, pre-eminently a professional engineer in creation of unusual opportunities in education, is privileged, through the generosity of Dr. and Mrs. David W. Smouse of that city, to create an ideal institution for the education of children handicapped in any way. The gift of a third of a million dollars, under the wonderful engineering skill of Superintendent Studebaker, is providing the most complete opportunity to meet the responsibility for giving handicapped children a fair chance and an inspiration to make a living and enjoy a life industrially, socially, and civically.

BERTHA R. PALMER, state superintendent of North Dakota, was renominated by 30,836 majority above both opponents. The governor was renominated with a margin of 36,122. Here is one state in which it was no handicap to be a candidate for re-election.

MISS FLORENCE HOLBROOK, whose fifty years' public school service in Chicago was recently recognized by a golden banquet at the Palmer House, Chicago, has had an unusual opportunity. She was one of three girls to graduate from the old Chicago University in 1879. For fifty years she has been teacher or principal within a mile of the place where she first taught. No other Chicago principal has had as world-wide reputation for many years as has Miss Holbrook, and no other principal has had as intense interest in as many human activities as has she.

THOMAS W. GOSLING, superintendent, Akron, Ohio, who demonstrates sublime creations in education at Madison, Wisconsin, is matching that achievement with super extract of common sense at Akron.

The school enrollment will be 7,000 greater than a year ago, and there will be two new large elementary schools, so that the budget will be nearly a quarter of a million dollars more in 1931 than it is this year. This will be met by increased tax valuation, and Mr. Gosling promises to frown upon any suggestion of expenditure for anything that is not provided for in the budget. "There shall be no extra levy, and no bond issue."

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

371. What are some of the items a superintendent may well include in his first teachers' meeting? (Massachusetts.)

In this first get-together of teachers a superintendent has his grand opportunity to set the atmosphere for the whole school year. Coming back vested with minds more open and more favorably disposed to listen kindly than at any other time in the school year, the bulk of his teacher corps takes its cue from him at this time, and the year's work seldom arises above his vision as expressed in this opening meeting. That means that his address should be inspirational through his recognition and appreciation of the possibilities and desires, the capacity and vision, loyalty and will to work of the teachers before him. Now is the time for him to voice his hopes in a big way, to take his fellow workers into his plans, to let them in on some of his administrative problems, to let them know how big a share they are to have in the success, and to outline any new projects or programs he may have organized for the coming year. How he hopes the system will go forward specifically through definite enlargement and promotion of old plans and the development of new ones. This taking the teachers into his confidence, inspiring them with his bigger educational outlook, and instilling into their imagination and loyalty the dependence of the school system's success on their initiative, their fellowship and their perseverance goes home at this first meeting as at no other time.

Routine matters, necessary directions, and so on have no place at this first meeting. They go out better and surer as a bulletin and in paper form where teachers have them for ready reference.

372. How much have we a right to expect from a teacher in preparation for the opening of school? (Wisconsin.)

That sounds like a question a mild little superintendent asked me the other day. It ran something like: "If you were I, would you dare to call your teachers back the day before school opens for a teachers' meeting?" He looked so relieved at my solemn nod. Yes, I not only would call them back for a meeting, but I would expect them to spend part of the day before in the classroom. Yes, I know they leave everything in apple-pie order when they go in June, and perhaps they even come back some day the week before, but coming in the day before school opens, checking up the last thing, making sure that all is ready, and when the pupils arrive next morning actual work starts off with all possible speed; that is the best plan. The teacher rested with her summer vacation is keener and gets into the atmosphere better that day before school. How much does it cost your town per day to run its schools? Does every teacher in your system know that? Wasting time at the beginning of the school year is a serious matter. Organization, classification, placement of equipment and regulation of material can for the most part be cared for before the opening of school. Then when the pupils appear, they may have the teacher's entire attention, and classroom work starts off in regular fashion on the year's plan the first day. Preparation for such a proceeding you have every right to expect from every teacher.

373. What is the best plan to utilize what my teachers have gained from summer courses and travel? (Kansas.)

Many superintendents and supervisors keep in close touch with the summer courses their teachers are planning to take, and help them to plan a definite problem the working out of which in a summer course makes a specific contribution to the system. If this has not been done, gathering the teachers who have taken summer courses together may disclose lines of work which, if reported, might help others. Request for such a report should be made in such a way that the teacher has time to make it carefully, feels the opportunity to do good, and is sure of the supervisors' and teachers' appreciation. Reports on travel may be handled in the same way.

Sometimes it is wiser to mimeograph or neostyle the reports so all teachers may have a copy. Frequently the teachers' clubs themselves use these reports in their programs. This latter plan has the additional virtue of being as a rule more voluntary and less formal.

Application of ideas gained in the course, application of these ideas in the classroom is the real and best utilization. Then you can use such classes for demonstration work, send your teachers there for observation, or have the teacher pass on her story to the rest of the corps after it has proved itself in her local practice.

College or Travel?

By ARTHUR DEAN

If a young man or woman had to choose, which should he do, spend a year at college or take a trip abroad?

This question comes from two sisters who are earning their way and have just enough to spend a year in college or to spend it in travel. Just as the girls say, "This question has so much food for thought in it that I know your readers will be glad to read something more than a Q and A."

I am all for spending a year abroad because the girls can get lots of lessons and not have to spend a moment in reciting them. They can study what they want without being obliged to take a subject they do not want; they can look at cathedrals without having to study architecture in order to be considered competent to look at them; they can pass up the sculpture exhibits of a museum and emphasize the pictures without having someone tell them that they are narrowing their educational outlook by failing to study something which they do not like.

They will meet, or can if they want to, more people than they would meet at the university. They can find, if they seek, well developed courses in all that pertains to travel which they can study individually with as much profit as they might study in university halls.

Instead of studying about things they will be studying the things themselves. Instead of waiting until the instructor thought the course was finished, they can call it finished and turn to something else.

Sixteen to Five.

They can use time taken up in universities by examinations, vacations, and half holidays, to see more, learn more, and do more than would be possible in a university. With the exception of seven or eight hours of sleep, every experience, whether it be traveling in a taxi or train or on foot, whether it be eating in a foreign boarding house or under the awning of a sidewalk cafe, they will be learning things which they will remember forever. As I see it they would be learning for sixteen hours a day, while in college for only one year they would be lucky if they learned in five hours a day anything which would stick by them very long.

It is doubtful whether a knowledge of French is worth one-tenth as much as a knowledge of French people; or if a course in Chaucer has a quarter of the value of a course in humanness which a Scotchman or an Englishman could give them.

Europe to them would be a huge campus; on it there would be cathedrals, art museums, ancient libraries, and through this campus would pass every minute of the day people whose experiences, early training, outlook, environment and methods of living and thinking were decidedly different from those of these two girls.

They never would forget this campus. It has no college yell, but the voices which they would hear would be those of people who underneath are no different than these girls; it would give no diploma for a travel course, and neither would a college give a degree for the first year's study; but it will be an experience that will stick longer, be worth more, in my opinion, than a college course of one year.

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The BOOK TABLE

THE "KELPIES RUN AWAY." By Etta Austin Blaisdell. Illustrated by Clara Atwood Fitts. School Edition. Boston: Little, Brown and Company.

Etta Austin Blaisdell is a genius in creating schemes for magnifying vital information about common things in an uncommon way.

She is a literary artist in making fairy tales out of the activities of the birds of the air and fish of the sea.

She has no rival among the writers of today in skill in adapting impressive nature studies to the eager desire of boys and girls for fascinating suggestiveness of habits of animals and plants.

Her latest book has every literary charm heightened by the illustrations of Clara Atwood Fitts.

NEW STORIES FROM ESKIMO LAND. By Arthur Gist, Arthur Hansin Eide, and Ruth Palmer Gist. Cloth. Illustrated. 214 pages. San Francisco: Harr Wagner Publishing Company.

Here is a "School Reader" which provides abundant up-to-the-minute information about Eskimo Land. It is skillfully impressive and forcefully anchors vital information in memory by such after-chapter lines as "What Have I Found Out About the Early Eskimo?" and "How Much Can I Remember About the Early Eskimo?"

Arthur Gist always writes so clearly and attractively that his information has abiding quality. In this book he has associated authors who catch his spirit and utilize it skillfully.

PETER MAKES GOOD AND STORIES OF OTHER DOGS. By Gertrude Thomas. With twenty full-page illustrations by Dorothy Saunders. Cloth. 187 pages. Chicago: Beckley-Cardy Company.

This is the most captivating "School Reader" about dogs that has been published. It is complete in its information about the ability of various breeds of dogs to entertain and serve mankind. It deals only with good dogs, and the good traits of all dogs. It is of special interest to boys because it emphasizes how to know the inherited instincts of a dog, and the way to develop nature of dogs to the service of human nature. The full-page illustrations make the book invaluable, for there has never been available for school use any information about dogs as are these twenty full-page illustrations.

NEW ENGLAND VISTA. By Walter Prichard Eaton. Cloth. 121 pages. Boston: W. A. Wilde Company.

This "Gift Book of New England" is by as artistic and informing a writer as New England has enjoyed in recent times. Mr. Eaton is especially appreciated by seniors in education because his father, a Boston principal, was one of the most virile professional leaders for a third of a century.

Mr. Eaton is an editorial writer, over his name, in the Boston Herald, in its new creation.

"New England Vista" is the first "Tercentenary" book for home and school. It is the most timely "School Reader" of the season. It will be of inestimable service to the Tercentenary now, and to New England now and always.

THE RHYTHM OF THE RED MAN IN SONG, DANCE AND DECORATION. By Julia M. Buttree. Introduction, Art Section and Illustrations by Ernest Thompson Seton. Cloth. 7 by 10 inches. New York: A. S. Barnes and Company, Inc.

"The Rhythm of the Red Man" is a notable creation in modern education. It has never been approached. It has made a dirigible out of street fair balloon, high art out of street walking in step.

Ernest Thompson Seton in the introduction sets the pace in brilliancy and common sense. "When our women cut off their skirts and threw away their corsets they entered a new and saner epoch of life and joy. They raised not only themselves, but their offspring, and the whole nation, to a higher level of physical vigor and morality."

Mr. Seton says: "Nationally speaking the North American Indian is the best natural dancer in the world. The professional stage dancers are the best because they are specially gifted groups, selected and trained. The dancing of the North American Indian is clean, beautiful, dramatic, interpretive, rhythmic exercise."

This wonderful, inspirational, beautiful book of Julia M. Buttree and Ernest Thompson Seton was possible because of vast experience in having an Indian tribes visited and studied artistically. This made possible the one real revelation of the social life of the North American Indian.

HOW TO SUPERVISE. By George C. Kyte, University of Michigan. Cloth. 468 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

After a hundred pages in reviewing the development and philosophy of supervision, out of a wide and successful experience, there are more than three hundred pages of helpful and inspirational suggestions regarding problems that arise in a school system.

Professor Kyte, of the State University of Michigan, meets with much skill the problems that are traditional, conventional and individualistic. He classifies the various situations that a principal will meet, and deals with each masterfully. It is eminently practical in detail and inspirational in spirit.

Books Received

"Problems in General Science." By George W. Hunter, Ph.D., and Walter G. Whitman. "Rural Community Life." By Lee Ora Lantis. "Fact and Story Readers," Book Three. By Henry Suzzallo, George E. Freeland, Katherine L. McLaughlin, and Ada M. Skinner. New York City: American Book Company.

"Peter Makes Good." By Gertrude Thomas. "Puppet Plays for Children." By Florence M. Everson. Chicago, Illinois: Beckley-Cardy Company.

"Reading Activities in the Primary Grades." By Grace E. Storm and Nila B. Smith. "A Year of Spanish." By Alfred Coester. Boston, Mass.: Ginn and Company.

"Solid Geometry." By Rolland R. Smith and Leland W. Smith. "Friends of Ours." By Sister Mary Estelle. "The Teaching of Secondary Mathematics." By Jasper O. Hassler and Rolland R. Smith. "A Manual to Accompany American History." By Thomas M. Marshall and Edgar B. Wesley. New York City: The Macmillan Company.

"Northwestern University Contributions to Education." By William C. Brink. Numbers Three and Four. Bloomington, Illinois: Public Schools Publishing Company.

"The Rhythm of the Redman." By Julia M. Buttree. "Track and Field for Women." By Alice W. Frymir. "Women and Athletics." New York City: A. S. Barnes and Company.

"500 Books for the Senior High School Library." Compiled by Meta Schmidt. "Graded List of Books for Children." Compiled by Nora Beust. Chicago, Illinois: American Library Association.

"The American Road to Culture." By George S. Counts. "A Medieval Map of East and West." By Alice York. New York City: The John Day Company, Inc.

"How to Supervise." By George C. Kyte. Boston, Massachusetts: Houghton Mifflin Company.

"The Kelpies Run Away." By Etta Austin Blaisdell. Boston, Massachusetts: Little, Brown and Company.

"New Stories from Eskimo Land." By A. S. Gist, E. H. Eide, and R. P. Gist. San Francisco, California: Harr Wagner Publishing Company.

"Planning School Building Programs." By N. L. Engelhardt and Fred Engelhardt. New York City: Bureau of Publications, Teachers College, Columbia University.

EDUCATION IN ACTION

School Teaching Has Its Hazards

Dangers Existing in Isolated Sections and in Areas Subject to Storms and Floods Cited by Specialist

Teaching in the public schools is hazardous under certain circumstances, declares W. W. Keesecker, specialist in education law, Federal Office of Education.

Considerable personal danger surrounds the profession in some rough mountainous, rural and isolated sections, and in congested urban centres populated by a low and ignorant type of people, Mr. Keesecker said. In large cities the fire hazard imperils the teacher in old and badly-equipped buildings, and cyclone and flood areas give rise every Spring to periodic dangers, he declared.

Mr. Keesecker pointed out these dangers in commenting upon a recent ruling of the Attorney General of Oregon, involving an interpretation of the workmen's compensation law of that state, in which it was held that teaching in normal school was not a hazardous occupation.

In mountainous and isolated sections, where culture is rather low, danger confronts the teacher in enforcing discipline, he said. Both students and parents are known to threaten teachers, and cases are frequent in which the teacher has been assaulted in the performance of his duty. In isolated communities, in which the schools are attended by overgrown boys of rough and coarse character, women teachers have suffered affronts and even attacks and loss of life, the specialist explained. Again, in large urban centres, teachers dealing with children of foreign parentage and of low culture, especially in the slum districts, have to exercise considerable tact, even to the point of personal humiliation sometimes, in order to avoid physical injury at the hands of threatening students and parents alike, Mr. Keesecker said.

Aside from the personal dangers associated with enforcement of discipline, Mr. Keesecker pointed out dangers of a kind that seem within workmen's compensation laws. Old and badly-equipped buildings, which in congested areas often are fire traps, have dangers about them that introduce very pronounced hazards, he explained.

Faulty heating arrangements, dangerous equipment both in classrooms and in laboratories, and hidden evils dangerous to life and limb are prevalent in many old buildings. Injuries coming in the course of one's teaching employment should be compensated, just as are those occurring in a mine or a quarry or some other hazardous industry, Mr. Keesecker said.

Areas subject to cyclones and floods present a perennial hazard to the teacher, he pointed out. In the western states schools are blown away by sudden storms with sufficient frequency to associate teaching in such places as fraught with hazard, Mr. Keesecker declared.

Financier "Grateful" For School Position

Thomas S. Gates is "grateful" for the chances to resign a partnership in four of the world's greatest banking houses for a job without salary—and sees nothing extraordinary in his action. Gates resigned as partner of J. P. Morgan and Company, New York; Drexel and Company, Philadelphia; Morgan, Grenfell and Company, London, and Morgan et Cie, Paris, to be president of the University of Pennsylvania. "A man sincerely interested in any field of activity," says Mr. Gates, a man of considerable wealth, "usually develops a constantly increasing desire to devote more and more time to that particular field. If he is offered the opportunity to gratify that desire, and he is in a position to take advantage of the opportunity, it is only natural that he should do so. The opportunity to do this was presented when the trustees of the University of Pennsylvania honored me by electing me president of the university, and I saw no reason why I should not gratefully accept that opportunity."

Spread of English As World Language

"With the increasing importance of business in the modern world, with more travel and intercommunication, it is my belief," asserts Governor Theodore Christianson, of Minnesota, "that the tendency will be more and more to substitute English for the native tongue in every non-English-speaking country, and eventually to relegate other languages to the place which foreign tongues now occupy in the United States and Canada." Although Governor Christianson feels that some will regard this venture at prophecy chimerical today, he feels certain that it will seem less so a hundred years hence. "In the Scandinavian countries today," he went on to explain, "practically every high school boy and girl learns English. In German, French and Italian schools English is the preferred foreign langage. In Spanish-America English is the 'second' language. Even the Irish don't object to speaking English any more." Governor Christianson considered it rather significant that the language of England, Scotland, Ireland and Wales, of the United States, Canada, Australia, New Zealand and South Africa is becoming the second language of almost every civilized country. Being the language known to all, he prophesied that "this 'second' language is due to become, more and more, the language of commerce, industry and finance; the language of travel and international correspondence; the language of commercial travelers and exchange professors; even, eventually, the language of diplomacy." "It is interesting to recall," he concluded, "that in the recent London conference, French was not used as exclusively as it once was in negotiations between nations."

School Prints Paper for Blind

The Illinois School for the Blind at Jacksonville has begun the publication of a Braille newspaper for the benefit and welfare of the blind people of Illinois, according to a statement by Rodney H. Brandon, director of public welfare for Illinois. It is said that this is the first and only paper of its kind in that state. "Former students of the State school are members of a large group, numbering thousands," declares Mr. Brandon, "who have many things in common throughout life, the principal one of which is reading and writing by the Braille method. Since they can read only by the sense perception of their fingertips, they are eager to obtain the latest embossed literature in Braille." It was explained that the purpose of the "Braille Messenger" will be to give information relative to new books and current literature, so that the people of this group may keep themselves abreast of the times. "The Braille Messenger," Mr. Brandon pointed out, "is published and mailed to all subscribers free of charge. The issues that have been mailed out have brought to the editor many letters of keen appreciation."

Seeks to Reform Vocation Schools

Four recommendations for improvement of the organization and administration of continuation schools are made by the Teachers Union of New York City in a survey report on the question addressed by Henry R. Linville, president of the union, to George J. Ryan, president of the Board of Education. In presenting the report on the survey, covering the year 1929, Mr. Linville told Dr. Ryan that the committee of the Teachers Union responsible for the study "feels that in New York City the continuation school has been the stepchild of the school system, so that its development has been seriously hampered." "Moreover," he wrote, "the development which has taken place follows in the footsteps of the traditional schools, from which the teaching staff was necessarily recruited. Except in the most general way, the philosophy of 'continuation' has usually been overlooked. Furthermore, not enough thought has been given to that restless, emotional, impressionable, curious being called the adolescent. Progressive communities are beginning to give special consideration to the adolescent in the junior and senior high schools, but the continuation school has as yet given little thought to this aspect of its task."

Urges a Sales Tax To Aid Education

State Education Commissioner Charles H. Elliott suggested recently that sales and luxury taxes be considered as a means of raising added funds for public education and lowering local tax rates. He also mentioned the elimination of deductions now made from railroad tax receipts for other than public education and more equitable tax assessments as possibilities through which more money could be realized. His statement pointed out that the total distributed throughout the state for general education for 1930-1931 will be $19,873,620.03, which is $47,865.98 less than the amount allotted for the current school year. "The amount of money distributed to the schools is made up of the state school tax, the income from the state school fund, the railroad tax, less certain deduction authorized by law, and several minor sources of income, such as income from surplus revenue, reapportioned balances and any penalties for failure to turn over taxes within the time limits prescribed by law," he said. "A formulation of policy with reference to the state's participation in education must include a consideration of the question of what proportion of the total school budget of the state may be expected reasonably to come from state sources. Such a policy must include also a distribution mechanism which will insure adequate but not extravagant deduction for those districts that experience great difficulty in maintaining effective schools with their present ratables. It seems to me that we may well examine means of making available sources of revenue not hitherto utilized, such as sales and luxury taxes."

King's English No Longer Same as Prince's

The varying pronunciations of members of the British royal family was discussed recently by F. G. Blandford, an authority on pronunciation, lecturing at Cambridge University's summer meeting.

"We must consider the King's English and also the Prince of Wales' English," he said. "The King and Prince don't talk the same type of English. Analysis of the Prince of Wales's pronunciation gives evidence of a wide difference. Yet the social environment and outlook on life of the King and Prince are the same. The Prince's pronunciation is that of a young man; the King and Queen speak a wholly different type of English."

21 New Schools For New York City

Twenty-one new schools, including five high schools, will be completed during the summer, according to details of the schedule of the New York City Board of Education made public. The buildings will be ready to receive pupils at the opening of school in September, or shortly thereafter, The new schools will have a seating capacity of 32,891, and represent a total cost of $18,775,000. They are expected to reduce by 20,000 the number of pupils on short time or special session. The four of the five new high schools, which will be ready in September, constitute the largest group ever opened simultaneously. The fifth will be completed the following month. These five schools, including one in every borough except Richmond and two in Brooklyn, will accommodate 16,400 pupils, and will cost $11,800,000. The most costly item in the list is the Evander Childs High School in the Bronx. It covers an entire block, bounded by Gunhill Road, Bronxwood Avenue, Magenta Street and Barnes Avenue, and the cost is $3,027,000. The Textile High School at West Eighteenth Street and Ninth Avenue will cost $2,655,000.

Land Grant Colleges Receive $50,000 Each

An aggregate of $2,550,000 representing grants of $50,000 by the Federal Government to the forty-eight states and the territories of Alaska, Hawaii, and Porto Rico, to be used by land-grant colleges during the fiscal year ending June 30, 1931, has been certified to the secretary of the treasury, Andrew W. Mellon, by the secretary of the interior, Ray Lyman Wilbur. In explaining the announcement, which was made public by the Department of the Interior, it was pointed out at the Office of Education that each year the states and territories

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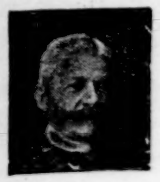

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which have complied with the requirements of the laws establishing land-grant colleges and are eligible for the appropriations are certified to the Secretary of the Treasury, who then pays the annual allotment of $50,000 to each. The appropriations are made in connection with the Second Morrill Act (1890), and the Nelson amendment (1907), "for the benefit of agriculture and the mechanic arts," it was further explained. The Federal Government supervises the expenditures of the appropriations and the Secretary of the Interior is charged with the proper administration of the law. Seven items constitute the object of expenditure according to the Office of Education, and they are: Natural and physical sciences, engineering and mechanic arts, agriculture, the English language, mathematical science, economic science, and teacher preparation in agriculture and mechanic arts.

Urges Educators Meet Day's Issues

The challenge to educational forces presented by the present year was the subject of an address by Dr. William O. Thompson, president emeritus of Ohio State University, at the general vesper service of the National Education Association meeting at Columbus, O. "Education from the lowest to the highest range is challenged now to make a contribution to our day and generation in the presence of issues of the greatest magnitude ever presented to any people," Dr. Thompson said in his address. "The sensitive state of mind and conscience developed through education have made it impossible for the American people to neglect the issues rising out of poverty and unemployment. The threat of revolution that endangers the stability of organized society, as in Russia, may well lead us to ponder on the obligation of educated people to develop a social order where public welfare for the millions will receive the most earnest consideration. Our American ideals, developed and sustained in part by our education, must come to grips with the practical situation of the masses. The undergirding of this precious heritage will be found to be the happy union of education and religion. These forces sustain the thighs of our citizenship and reveal the vision without which the people perish."

Girl Teachers In Porto Rico

Between 130 and 140 continental Americans engaged in the last ten months in teaching Porto Rico English have had to make the journey to and from the island this year at their own expense since the insular government is unable to pay traveling expenses for teachers coming from the mainland. The great majority of continental Americans in public school work in Porto Rico are young women, many of them girls just out of college, with perhaps a year's previous teaching experience. In spite of the comparatively low salaries and the relatively high cost of living in the larger towns, especially when "American board" is insisted on, there are always continental applicants for teaching positions in Porto Rico. Most of the positions filled by continentals pay $112 a month. Teaching hours are fully as long as anywhere on the mainland, probably longer than in most American communities, and the classes are large. Board and room in the larger towns cost at least as much as in most American cities. Apparently adventure, the lure of the tropics and the opportunity to learn Spanish by living in a Spanish-speaking country offset disadvantages. Apart from their work in the classroom the young American college women who have come to Porto Rico to teach have effectively, though probably unconsciously, stimulated the native feminist movement. "La Americana," independent, self-reliant, free to go and come as she pleased, undoubtedly shocked and irritated the Porto Rican woman subjected to the restraints of a rigid social system. But while the latter frequently condemned the Northern girl's social conduct and taste, she clearly envied her freedom. Of the "Americanas" in Porto Rico it can be said that with very few exceptions they have acted in a highly creditable manner. In a new and at times rather confusing environment they have shown poise, good sense and adaptability.

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GRINS BETWEEN GRINDS

Where?

Joseph and Isaac went to hear Billy Sunday preach, and after the service, as they were going home, Joseph said:—

"Vell, Isaac, vat you think of him?"

"I don't like him," said Isaac. "Too much hell. It was hell, hell, hell, all de time. And I don't believe there is any hell, Joseph."

"No hell?" asked Joseph in amazement.

"No," answered the friend.

"Vell, then, Isaac," said Joseph, "if there is no hell, where is bizness gone?"

Self-Defence

Magistrate—"But if you were doing nothing wrong, why did you run when the officer approached you?"

Prisoner—"I thought that he wanted to sell me a ticket for the policeman's annual concert."

Plenty of It

"This is a prize hick town all right," growled the man who was compelled to lay over for the night.

"Mebbe, mister," said the hotel-keeper, "but we got something your big burg ain't got, and would give a lot to have."

"Yeah? Sez you! And what's all that?" demanded the bored one.

"Parking space—oodles of it," retorted the other one.—Vancouver Province.

The Model Scout

Johnny was unusually gleeful over breakfast.

"I've done my good turn for today," he said.

"What! Already?" inquired his father.

"Yes. I was at the gate and heard Mr. and Mrs. Brown say they were doubtful whether they would catch the 8.15, so I set the bulldog after them and they arrived just in time."

Not Procrastination

Blobbs—"There are some things every fellow should put off till tomorrow."

Slobbs—"What, for instance?"

Blobbs—"His clothes, when he goes to bed."

So That's It

Customer (suspiciously) — "How is the hash made here?"

Waiter—"Made, sir? 'Ash ain't made—it just accumulates!"

No?

Boy—"Doctor, is the cigarette habit injurious to the brain?"

Doctor—"That cannot be proved, my boy, because men of brains do not smoke cigarettes."

Aw, Go Lay An Egg

"I know where you can get a good chicken dinner for only fifteen cents."

"Where?"

"At the feed store."—R. A. Bulletin.

Meetings To Be Held

SEPTEMBER

4: Massachusetts State Normal School Teachers' Association, M. G. Fickett, State Normal School, Westfield, Mass.: Bridgewater, Massachusetts.

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Roife Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

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NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

BOSTON PUBLIC SCHOOLS: The school term will begin on Thursday, September 11, 1930. Principals and Directors are required to report for duty on MONDAY, September 8, 1930. Teachers and members of the supervising staff, OTHER THAN PRINCIPALS AND DIRECTORS, are required to report for duty on Wednesday, September 10, 1930.

Examinations for admission to the Latin and day high schools will be held as follows:—

LATIN SCHOOLS: (For admission to the Six-Year Course): On Wednesday, September 10, at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin School-house, on Huntington Avenue, near Longwood Avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course; Candidates for admission to the four-year course in the Public Latin or Girls' Latin schools, will be examined on Wednesday, September 10, at the place, and in the subjects indicated under High Schools, below.

HIGH SCHOOL: Examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on Wednesday, September 10, 1930.

Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language, including Reading, Writing and Spelling. Grammar and Composition; History and Civil Government of the United States; Geography; and Arithmetic.

For further particulars apply to the undersigned.

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